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ABSTRACT

"Teaching Your Child" was a televised parent training program designed to reach families in low income areas around Minneapolis, Minnesota. This booklet presents the television script that was used in the program. The script was designed to coordinate with two other booklets, EM 010 828 and EM 010 826. (MC)

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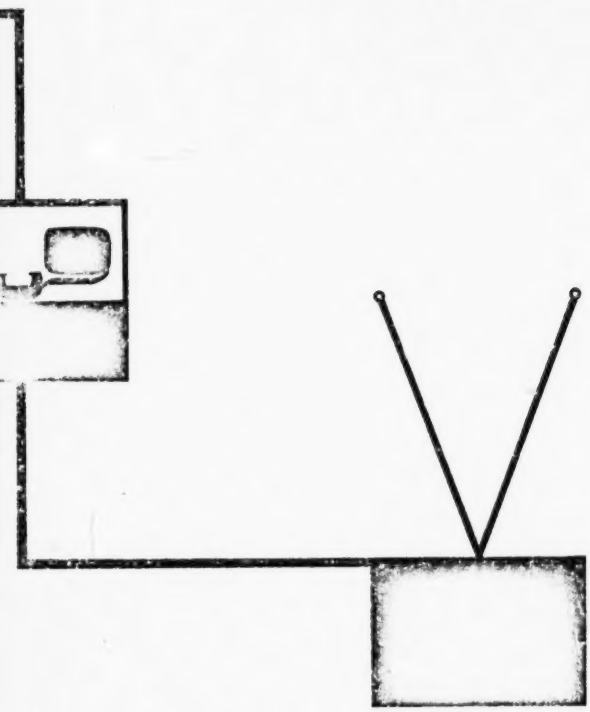

ING YOUR CHILD

ED 073672

TEACHING YOUR CHILD: TELEVISED SEGMENT

Lanny E. Morreau, Project Director
Televised Parent Training Program

CEMREL, Inc.

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PREFACE

The instructional model for the program on reinforcement strategies incorporates the conjunctive use of video-taped simulations and a programmed text.

The script for the video-taped segment is programmed to serve three functions: 1) to provide basic information relevant to the application of reinforcement procedures, 2) to provide models against which parents can evaluate their responses, and 3) to provide for the application of reinforcement procedures to samples of childrens' behavior and receive corrective feedback.

Minor differences between this script and the broadcast production originated as a consequence of 1) the time limitations for the composite program, and 2) the natural, spontaneous behavior of the children who participated in it.

The broadcast production, Teaching Your Child, was telecast by KTCA-TV for evaluation purposes in the Minneapolis region in December 1972.

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SEGMENT: INTRODUCTION CONCEPT: LEAD TO PROGRAM

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Living Room (LR) White Mother 18 Mo.		
	:10		Wide shot of mother and child happily interacting	
	:20		Bring in TITLE Card TEACHING YOUR CHILD Pan card slowly to NEW METHODS FOR CHILD DEVELOPMENT	BOOT
	:04		Drop effects ZOOM to medium Close-up of mother child smiling	
	:05		Match dissolve to still of above MCU	
:44	:05		Dissolve to another still of same couple	

CONCEPT: LEAD TO PROGRAM

VISUAL	AUDIO
mother and child happily interacting	Music up full
LE Card TEACHING YOUR CHILD	(Music under, Booth over)
wly to NEW METHODS FOR CHILD DEVELOPMENT	BOOTH: Teaching Your Child
	Pause
	.....New Methods for Child Development
ZOOM to medium	Music up full
mother child smiling	Fade music quickly
ve to still of above MCU	Music under
	Natural sound of happy child
another still of same couple	Music under
	Natural sound happy

SEGMENT: INTRODUCTION CONCEPT: LEAD TO PROGRAM

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
	:05		Dissolve to - tight shot of mother and child
	:05		Mother talking to child - child replies
	:10		Mother tickles child - causes child to laugh
1:04			Fade to black quickly

NCEPT: LEAD TO PROGRAM

SUAL	AUDIO
shot of mother and child	Music under
ild - child replies	Natural sound
- causes child to laugh	Music under
	Natural sound
	Music up full to establish and fade out

SEGMENT: INVOLVEMENT SEQUENCE CONCEPT: CONTRAST PUNISHMENT WITH POSITIVE R

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Up on studio cards	BOOTH: Parents
	:06		Mother fondling child	
			Cut to card - Happy face of child	
	:05		Zoom in tight	
	:04		Cut to live shot - mother spanking child	Aversiv
	:04		Cut to card - Child crying (establish and zoom in tight on face)	Music o
		LR Black Mother 18 Mo.		
	:06		Dissolve to card - Mother fondling child	Natural
	:05		Dissolve to card - Happy face of child	Appropr
1:39	:05		Dissolve to card - Happy face of mother	

CONCEPT: CONTRAST PUNISHMENT WITH POSITIVE REINFORCEMENT

VISUAL	AUDIO
cards	BOOTH: Parents teach their children in many ways
ng child	
Happy face of child	
not - mother spanking child	Aversive music - up full
Child crying (establish and zoom in	
)	Music out
ard - Mother fondling child	Natural sound
ard - Happy face of child	Appropriate happy talk
ard - Happy face of mother	

SEGMENT: INVOLVEMENT SEQUENCE CONCEPT: CONTRAST PUNISHMENT WITH POS

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
	:04		Cut to live shot - Mother spanking child	
	:03		Cut to card - Child crying	
	:03	LR Black Father 18 Mo.	Cut to card - Mother unhappy	
	:06	LR Black Mother 18 Mo.	Dissolve to live shot - Father rolling ball to child	
	:05		Dissolve to card - Happy face of child	
	:05		Dissolve to card - Mother looking at child's picture	
	:04		Dissolve to card - Happy face of child	
	:04		Dissolve to card - Mother holding child close	
	:04		Dissolve to card - Happy face of child	
	:03		Dissolve to card - Mother playing with baby	
2:23	:03		Dissolve to card - Happy face of baby	

CONCEPT: CONTRAST PUNISHMENT WITH POSITIVE REINFORCEMENT

VISUAL	AUDIO
Mother spanking child	Aversive music up full
d crying	
er unhappy	Music out
hot - Father rolling ball to child	Natural sound: Father and child playing happily
Happy face of child	
Mother looking at child's picture	
Happy face of child	
Mother holding child close	
Happy face of child	
Mother playing with baby	Natural sound: Mother making sounds with baby
Happy face of baby	

SEGMENT: INVOLVEMENT SEQUENCE CONCEPT: CONTRAST PUNISHMENT WITH POSITIVE RE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		LR Black Father 18 Mo.		
	:03		Dissolve to card - Father walking toddler	Natura
	:03		Dissolve to card - Happy face of toddler	
	:04		Cut to card - Father shouting at child	Aversi
		LR Black Mother 18 Mo.		
	:03		Cut to card - Sad face of child	
	:03		Cut to card - Mother spanking child	
	:03		Cut to card - Child crying (mouth wide)	
	:03		Cut to card - Mother hitting child's face	
	:03		Cut to card - Child wincing	
2:51	:03		Cut to black	Music

ONCEPT: CONTRAST PUNISHMENT WITH POSITIVE REINFORCEMENT

SUAL	AUDIO
ather walking toddler	Natural sound: Father talking with toddler
appy face of toddler	
shouting at child	Aversive music up full
ce of child	
spanking child	
crying (mouth wide)	
hitting child's face	
wincing	
	Music out

SEGMENT: OBJECTIVES SEQUENCE CONCEPT: PARENTS ARE TEACHERS - CHILDREN AT A

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		LR White Father 3 Yr.		
	:30		Fade up on wide shot of father playing with child, building blocks establish shot and move in slowly. (Child happy)	BOOTH: The v your on ho hurt, learn like show punis
	:03		Cut to studio card of father with questioning look	FATHER: But I
3:31	:07		Cut to card of father with attentive look	BOOTH: Of co your him o him s
		LR White Mother 7 Mo.		

CONCEPT: PARENTS ARE TEACHERS - CHILDREN AT ALL AGES ARE LEARNING

VISUAL	AUDIO
e shot of father playing with child, s establish shot and move in slowly.	BOOTH: The way you teach your child has an effect on your child now. It will also have an effect on how he learns later. (P) If children are hurt, they will not learn as well. Children learn best when parents show them that they like them and what they do. This program will show you how to teach your child without punishing him.
card of father with questioning look	FATHER: But I'm not a teacher!
father with attentive look	BOOTH: Of course you are... You are always teaching your child new things. Each time you talk to him or play a game with him you are teaching him something.

SEGMENT: OBJECTIVES SEQUENCE CONCEPT: PARENTS ARE TEACHERS - CHILDREN A

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
	:04		Cut to card of mother with questioning look	MOTHER: Bu he
	:07		Dissolve to MCU of mother, infant in lap - child pushing on mother's fingers - mother russles child's hair	Na BOOTH: Ev th yo he
		LR White Mother 2 Yr.		
	:04		Cut to studio card of mother questioning look	MOTHER: Bu
4:06	:20		Dissolve to MCU of child on floor drawing a picture Several pictures around him Mother looking on approvingly - establish and move in slow to CU of Mother and child	Na BOOTH: Ye Bu by ca wi wa

CONCEPT: PARENTS ARE TEACHERS - CHILDREN AT ALL AGES ARE LEARNING

VISUAL	AUDIO
of mother with questioning look	MOTHER: But my boy's only a few months old, what can he learn?
MCU of mother, infant in lap - child	Natural sound in background
mother's fingers - mother russles child's	BOOTH: Even the smallest babies are learning new things. Your child learns from just being in your arms, grabbing at your fingers, or hearing your voice.
io card of mother questioning look	MOTHER: But won't he learn when he gets in school?
	Natural sound under
d on floor drawing a picture	BOOTH: Yes, he'll learn when he gets to school. (P)
tures around him	But you can help him get ready for school
ing on approvingly - establish and move	by teaching him at home. The more a child
CU of Mother and child	can do when he goes to school the better he will do in school. If you read to him, he will want to read. If you play games with him, he

SEGMENT: OBJECTIVES SEQUENCE CONCEPT: PARENTS ARE TEACHERS - CHILDRE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Cut to ECU of child's beaming face	MOTHER

CONCEPT: PARENTS ARE TEACHERS - CHILDREN AT ALL AGES ARE LEARNING

VISUAL	AUDIO
	will want to play school games. If he draws on paper and you tell him how good it is, he will want to draw and write.
child's beaming face	Natural sound
	MOTHER: That's a good picture.
	Mix in happy replies (giggle, etc.)

SEGMENT: OBSERVING BEHAVIOR CONCEPT: BE SPECIFIC WHEN DESCRIBING BE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		White Mother 18 Mo.		
	:04		Dissolve to MCU of child playing with blocks on floor	BOOTH:
	:03		Dissolve to card of child walking	
	:03		Dissolve to card of child building with blocks	
			Dissolve back to MCU of child on floor stacking blocks (5 high)	BOOTH:
	:12		Child looks at stack SUPER ANSWER PROMPT Card ANSWER QUESTION 1	
4:38	:10		(Allow 10 seconds) DROP SUPER MCU of child	BOOTH:

CONCEPT: BE SPECIFIC WHEN DESCRIBING BEHAVIOR

VISUAL	AUDIO
child playing with blocks on floor	BOOTH: We can tell that children are learning by watching the changes in the things they do.
child walking	They learn to walk.
child building with blocks	They learn to play with blocks.
CU of child on floor stacking	BOOTH: Be able to say exactly what your child does. (P) Let's watch a child at play. When you see the words, "Answer question one" on the screen, write your answer on a piece of paper and see if you agree with the answer that follows.
ck	
	*What would you say this child is doing? (Allow 10 seconds)
QUESTION 1	BOOTH: He is stacking blocks. (P) You could add even more to your description by saying how many blocks he stacked. (P)

SEGMENT: OBSERVING BEHAVIOR CONCEPT: BE SPECIFIC WHEN DESCRIBING BEH

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
	:04		Dissolve to MCU of child drawing on paper	BOOTH:
			SUPER ANSWER PROMPT	
			Card ANSWER QUESTION 2	
			(Allow 12 seconds)	
			Same shot	BOOTH:
			DROP SUPER	
5:02	:20			
			SUPER ANSWER PROMPT	
			Card ANSWER QUESTION 3	
			(Allow 10 seconds)	
			DROP SUPER	BOOTH:
			Same shot - Parent enters and praises child	

CONCEPT: BE SPECIFIC WHEN DESCRIBING BEHAVIOR

VISUAL	AUDIO
MCU of child drawing on paper	BOOTH: *What would you say this child is doing? (Allow 12 seconds)
R PROMPT	
SWER QUESTION 2	
econds)	Pause. (Until super is dropped)
	BOOTH: If you wrote "the child is drawing a picture" you are well on your way to being able to describe what your child does. (P) It also helps if you know how many times your child does something. The child we were watching on the screen drew several pictures. *If you are going to say what he did, how many pictures would you say he drew? (Allow 10 seconds)
R PROMPT	
SWER QUESTION 3	
econds)	(Pause) Natural sound under
Parent enters and praises child	BOOTH: The child completed one picture. You might have looked at the other pieces of paper and

SEGMENT: OBSERVING BEHAVIOR CONCEPT: BE SPECIFIC WHEN DESCRIBIN

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Mother admires pictures and attaches to wall	
			Fade black	

CONCEPT: BE SPECIFIC WHEN DESCRIBING BEHAVIOR

VISUAL	AUDIO
tures and attaches to wall	found that he drew three pictures. He would probably draw more pictures or draw pictures more often if his mother or father showed him that they liked them. Parents can do this by putting the child's pictures on the wall, by telling him he did a nice job, or by just showing him that they are excited about his pictures.

SEGMENT: POSITIVE REINFORCEMENT CONCEPT: BEHAVIOR INCREASES IF IT IS FOLL

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Kitchen(K) Black Mother 18 Mo.		
	:05		Up on wide shot of child stacking cans	BOOTH:
	:10		Mother enters	MOTHER:
			Mother sits by child (smiling); stacks cans with him	BOOTH:
	:07		SUPER ANSWER PROMPT Card ANSWER QUESTION 4	
			Allow 6 seconds DROP SUPER	
5:36	:12		Pull back to wide shot	BOOTH:

CONCEPT: BEHAVIOR INCREASES IF IT IS FOLLOWED BY AN EVENT THAT THE CHILD ENJOYS

VISUAL	AUDIO
de shot of child stacking cans	Natural sound under
	BOOTH: Children do things more often if something nice happens immediately after they do it.
nters	Natural sound up full
	MOTHER: That's very good.
its by child (smiling); stacks cans with him	BOOTH: Children learn a lot from stacking objects. They learn sizes, colors, and shapes. *Will this child stack objects more often because of what his mother did? (Allow 6 seconds)
SWER PROMPT ANSWER QUESTION 4	
seconds	
ER	
k to wide shot	BOOTH: Yes, this child will continue to stack the

SEGMENT: POSITIVE REINFORCEMENT CONCEPT: BEHAVIOR INCREASES IF IT IS FOLLO

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Mother gets up, walks away, child continues to stack -	
			Move in to MCU	
	:02		Fade black	
		Living Room		
		Black Mother 18 Mo.		
6:08	:30		Up on MCU mother child	
			Mother holds child close and smiles	BOOTH:
			Sweet talk, child's sounds	
		LR Black Mother 7 Mo.		

RCEMENT

CONCEPT: BEHAVIOR INCREASES IF IT IS FOLLOWED BY AN EVENT THAT THE CHILD ENJOYS

VISUAL	AUDIO
ther gets up, walks away, child continues to stack - ve in to MCU	objects because his mother did something he liked after he stacked them. She sat by him, smiled, and told him she liked what he did.
de black	
on MCU mother child ther holds child close and smiles eet talk, child's sounds	Natural sound under BOOTH: You can tell your child what you like by the things you do or say to him when he does them. (P) There are many ways you can tell your child you like something he does. A child knows he is doing something you like when you hold him close after he has done it. Your smile also tells your child you like what he is doing.

SEGMENT: POSITIVE REINFORCEMENT CONCEPT: BEHAVIOR INCREASES IF IT IS FO

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
	:15		Cut to wide shot	
			Baby in crib or couch - mother stands over	BOOTH
			Child reaches for her	
			Mother coos and laughs	
		LR Black Father 3 Yr.		
	:20		Cut to wide - Father with older child drawing picture	
			Father points to features of picture - talks to child	BOOTH
				FATH:
		Kitchen		
		Black Mother 18 Mo.		
6:58	:15		Cut to wide	
			Mother and child in kitchen - child with pans	
			Establish and move in to MCU	BOOTH
			Child bangs pans and talks	

CONCEPT: BEHAVIOR INCREASES IF IT IS FOLLOWED BY AN EVENT THAT THE CHILD ENJOYS

VISUAL	AUDIO
	Natural sound under
couch - mother stands over	BOOTH: You even let your baby know what you like when
r her	you laugh with him or make the same sounds
laughs	he makes.
	Natural sound up full
ther with older child drawing picture	Natural sound under
features of picture - talks to child	BOOTH: With older children you can <u>tell</u> them that
	you like what they are doing.
	Natural sound up full
	FATHER: Hey, that's a great job.
	Natural sound up full 7 seconds
in kitchen - child with pans	Natural sound under
ve in to MCU	BOOTH: You can help your children learn to talk by
and talks	repeating the sounds they make. *Is the

SEGMENT: POSITIVE REINFORCEMENT CONCEPT: BEHAVIOR INCREASES IF IT IS FOLL

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
	:05		Mother does not respond (Mother ignores child)	
			SUPER ANSWER PROMPT	
			Card ANSWER QUESTION 5	
			Allow 6 seconds	
	:17		DROP SUPER	BOOTH:
			Child continues to play	
			Makes no sounds	
			SUPER RULE	
7:25	:05		IF GOOD THINGS HAPPEN HE'LL DO IT MORE	
			Fade to black	

CONCEPT: BEHAVIOR INCREASES IF IT IS FOLLOWED BY AN EVENT THAT THE CHILD ENJOYS

VISUAL	AUDIO
ot respond (Mother ignores child)	mother in this picture teaching her child to talk by doing something he likes after he makes new sounds? (Allow 6 seconds)
PROMPT	
ER QUESTION 5	
ds	Natural sound up full
	BOOTH: No, but she could help her child learn to talk by listening to what he says and by repeating the sounds he makes. Children like to hear their parents repeat their sounds. She should also look right at her child when she talks to him.
es to play	
ds	
S HAPPEN HE'LL DO IT MORE	Natural sound up full. Audio cut

SEGMENT: IDENTIFYING REINFORCERS

CONCEPT: REINFORCERS CAN BE SELECTED BY WATCH
THEY DO SOMETHING, BY NOTICING HOW O
THINGS THEY SAY THEY LIKE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Living Room White Mother 3 Yr.		
7:55	:30		Up on wide shot of child with many toys around her playing with a truck (establish and zoom to MCU)	BOOTH:
			Child gets up and walks by mother	CHILD:
			Mother gives child cookie	BOOTH:

NCEPT: REINFORCERS CAN BE SELECTED BY WATCHING THE WAY CHILDREN ACT, BY NOTING HOW OFTEN THEY DO SOMETHING, BY NOTICING HOW OFTEN THEY ASK FOR SOMETHING, BY NOTING THE THINGS THEY SAY THEY LIKE

UAL	AUDIO
hild with many toys around her (establish and zoom to MCU)	Natural sound under BOOTH: Your child is very special and will like things other children do not like. Your child tells you what he likes in his own special way. If children like to do something, they do it often. If children like something, they ask for it. Natural sound up full
lks by mother	CHILD: Can I have a cookie?
ookie	Natural sound under BOOTH: If children like to do something, they will be happy or excited when they do it.

SEGMENT: IDENTIFYING REINFORCERS

CONCEPT: REINFORCERS CAN BE SELECTED BY WATC
THEY DO SOMETHING, BY NOTICING HOW
THINGS THEY SAY THEY LIKE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
				N
				CHILD: M
				MOTHER: O
	:20		Child responds excitedly as they walk off.	F
			Fade black	
			Up from black	N
	:15		Mother and child return from walk	N
				BOOTH: I
				y
			Mother puts arms around child - holds her close.	CHILD: D
				W
8:50	:20		Cut to child rolling ball (wide)	BOOTH: Y
				w
				h
				a

CONCEPT: REINFORCERS CAN BE SELECTED BY WATCHING THE WAY CHILDREN ACT, BY NOTING HOW OFTEN THEY DO SOMETHING, BY NOTICING HOW OFTEN THEY ASK FOR SOMETHING, BY NOTING THE THINGS THEY SAY THEY LIKE

VISUAL	AUDIO
	Natural sound full
	CHILD: Mommy, can we go for a walk?
	MOTHER: O.K. (pause) Get your coat.
xcitedly as they walk off.	Fade audio
	Natural sound full (establish)
return from walk	Natural sound under
	BOOTH: If children like something, they may tell you they like it.
around child - holds her close.	CHILD: Did you see the squirrel, Mommy? (laughing) Wasn't he funny?
ling ball (wide)	BOOTH: You can find out what your child likes by watching what he does the most, by watching how he acts when you do things with him, and by listening to what he says.

SEGMENT: IDENTIFYING REINFORCERS

CONCEPT: REINFORCERS CAN BE SELECTED BY WATCHI
THEY DO SOMETHING, BY NOTICING HOW OF
THINGS THEY SAY THEY LIKE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
				Wat
				enj
	:10		Move in to MCU child rolling ball	Nat
	:15		Mother rolls ball with child	Nat
				(sm
	:10		Child picks up book and walks to mother, mother holds close, stands up	
				CHILD: Wil
				MOTHER: O.K.
9:40	:15		Widen out - Mother takes book, goes to couch, child crawls on mother's lap, mother reads -- child happily responding	Nat
				CHILD: HAP
				Nat
			SUPER ANSWERS PROMPT	BOOTH: *Wha
			Card ANSWER QUESTION 6	(Al
			(Allow 15 seconds)	BOOTH: This
			DROP SUPER	
			SUPER ANSWER	

ONCEPT: REINFORCERS CAN BE SELECTED BY WATCHING THE WAY CHILDREN ACT, BY NOTING HOW OFTEN THEY DO SOMETHING, BY NOTICING HOW OFTEN THEY ASK FOR SOMETHING BY NOTING THE THINGS THEY SAY THEY LIKE

SUAL	AUDIO
	Watch for four other things that this child enjoys.
d rolling ball	Natural sound full
th child	Natural sound full (small talk)
and walks to mother, mother up	
	CHILD: Will you read me a book? MOTHER: O.K. Is this the one you want?
takes book, goes to couch, child ap, mother reads -- child	Natural sound under CHILD: HAPPY STATEMENT ABOUT BOOK Natural sound under (Mother reading)
STION 6	BOOTH: *What are four things this child enjoys doing? (Allow 15 seconds)
	BOOTH: This child likes to play with the ball, she

SEGMENT: IDENTIFYING REINFORCERS

CONCEPT: REINFORCERS CAN BE SELECTED BY
THEY DO SOMETHING, BY NOTICING H
THINGS THEY SAY THEY LIKE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Super -- SHE LIKES TO -PLAY BALL -HAVE MOTHER HOLD HER -HEAR NICE THINGS -HAVE MOTHER READ TO HER	

NCEPT: REINFORCERS CAN BE SELECTED BY WATCHING THE WAY CHILDREN ACT, BY NOTING HOW OFTEN THEY DO SOMETHING, BY NOTICING HOW OFTEN THEY ASK FOR SOMETHING, BY NOTING THE THINGS THEY SAY THEY LIKE

SUAL	AUDIO
O HOLD HER HINGS READ TO HER	likes to have her mother hold her, she likes to have her mother say nice things about her, and she likes to read with her mother. Knowing what her child likes this mother could begin teaching many new things. When her child does something new, she could do something the child enjoys.

SEGMENT: ARRANGING A CONTRACT CONCEPT: TELL THE CHILD WHAT YOU WANT AND

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		LR Black Mother 3 Yr.		
			Cut to child (wide) playing with toys	Nat
10:20	:40		(Toys all around) Child continues to play with toys	Nat
			until mother enters	BOOTH: You he say pic don not kno ask
			Mother enters and approaches child	he wit *Le tea
				MOTHER: (NA thi

QNCEPT: TELL THE CHILD WHAT YOU WANT AND WHAT WILL HAPPEN WHEN IT'S DONE

SUAL	AUDIO
playing with toys	Natural sound full 5 seconds
hild continues to play with toys	Natural sound under
	BOOTH: Your child should know what will happen after he does what you ask him to do. You might say to your child, "When you get your toys picked up, we'll go for a walk." When it is done, always do what you said you would. Do not ask for too much. Be sure your child knows what you want. After he does what you've asked, make sure that he gets to do something he likes. It helps if you start the activity with him.
proaches child	*Let's watch this mother and see if she is teaching her child.
	Natural sound full
	MOTHER: (NAME OF CHILD) It's time to put your things away.

SEGMENT: ARRANGING A CONTRACT CONCEPT: TELL THE CHILD WHAT YOU WANT

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Mother helps the child put a few objects in the box	CHILD: I MOTHER: (F wa
			Mother leaves	
	:20		Child picks up toys	
			Mother enters and praises child for effort - holds child in arms	MOTHER: Yo yo
			Child watches TV - LOOKS HAPPY	BOOTH: *D
			SUPER ANSWER PROMPT	(A
			Card ANSWER QUESTION 7	
			(Allow 6 seconds)	BOOTH: Ye
			DROP SUPER	to
11:00	:20		Child playing with toys - mother in - appears to instruct child - child picking up toys.	th en

CONCEPT: TELL THE CHILD WHAT YOU WANT AND WHAT WILL HAPPEN WHEN IT'S DONE

VISUAL	AUDIO
	Natural sound
child put a few objects in the box	CHILD: I want to watch TV.
	MOTHER: (Firmly) Put your toys away, then you can watch TV.
ys	
praises child for effort - holds	MOTHER: You did a good job, (NAME OF CHILD). Now you can watch TV.
- LOOKS HAPPY	BOOTH: *Did this mother teach her child?
PT	(Allow 6 seconds
UESTION 7	
	BOOTH: Yes, this mother did not ask her child to do too much. After the child picked up the toys the mother let the child do something she enjoyed. The mother also held her close
h toys - mother in - appears to	
child picking up toys.	

SEGMENT: ARRANGING A CONTRACT CONCEPT: TELL THE CHILD WHAT YOU WANT

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Fade black	

CONCEPT: TELL THE CHILD WHAT YOU WANT AND WHAT WILL HAPPEN WHEN IT'S DONE

VISUAL	AUDIO
	and told her what a nice job she had done. In the future, the child is more likely to pick up her toys without being asked.

SEGMENT: AVERSIVE CONTROL CONCEPT: DON'T HIT - DON'T HURT - BE COOL -

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Kitchen White Mother 3 Yr.		
			Cut in to wide shot of child running - throwing pans	Natural booth
				BOOTH: Childre We all angry w childre member, they li things. are hur
	:30		Mother enters shouting	Natural
			Child continues	MOTHER: Stop th
			Mother hits child on face and looks angry	
			Mother threatens child	CHILD: (Cries
11:37	:07		SUPER ANSWER PROMPT	BOOTH: Is this

CONCEPT: DON'T HIT - DON'T HURT - BE COOL - BE FAIR

VISUAL	AUDIO
de shot of child running - throwing pans	Natural sound to establish - then under for booth
	BOOTH: Children do not learn well when they are hurt. We all get angry sometimes. Children get angry with parents and parents get angry with children. We should try to keep cool. Remember, children learn best when something they like happens right after they do new things. They do not learn as well when they are hurt.
s shouting	Natural sound full
ues	MOTHER: Stop that!
child on face and looks angry	
tens child	CHILD: (Cries and shouts) You witch.
PROMPT	BOOTH: Is this mother helping her child?

SEGMENT: AVERSIVE CONTROL CONCEPT: DON'T HIT - DON'T HURT - BE C

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Card ANSWER QUESTION 8	(
			(Allow 6 seconds)	N
			DROP SUPER	BOOTH: N
11:47	:10		Dissolve to still of child crying	a
				f
				w
				h

CONCEPT: DON'T HIT - DON'T HURT - BE COOL - BE FAIR

VISUAL	AUDIO
NSWER QUESTION 8	(Allow 6 seconds)
econds)	Natural sound full
o still of child crying	BOOTH: No, children may not want to learn when they are crying. This child may want to stay away from her mother. (P) Children learn best when they are happy and their parents are happy with them.

SEGMENT: PUNISHMENT VERSUS REINFORCEMENT CONCEPT: CONTRAST POSITIVE REINFORCEMENT

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Child with pans and ball	
			Hold above through first sentence.	BOOTH:
	:15		Dissolve to shot of child banging pans - mother enters and talks to child -- child continues banging. Mom removes one pan -- child puts ball in remaining pan.	
			Dissolve to child banging floor with wooden hammer	BOOTH:
12:32	:30		Mother enters -- Gives child a pegboard	
			Child hits box - peg board	MOTHER:
			SUPER RULE	
			DON'T HIT, DON'T HURT	BOOTH:

CEMENT CONCEPT: CONTRAST POSITIVE REINFORCEMENT AND PUNISHMENT

VISUAL	AUDIO
n pans and ball	Natural sound under
above through first sentence.	BOOTH: How could she have handled this better? First
lve to shot of child banging pans - mother	the mother could have calmly told the child
s and talks to child -- child continues	that she didn't want her to bang the pans.
ng. Mom removes one pan -- child puts	If she continued to hit them, the mother
in remaining pan.	could remove the pans and return them at
	another time. If her mother removed the pans
	<u>every</u> time she hit them, the child would soon
	learn that her mother did not like what she
	was doing.
to child banging floor with wooden hammer	BOOTH: Let's watch the same mother using a different
ters -- Gives child a pegboard	approach. Do you think this child will learn
	what the mother likes?
s box - peg board	MOTHER: That's fine, hit the pegs with your hammer.
	Natural sound under
DON'T HURT	BOOTH: Yes, the child did as the mother asked and

SEGMENT: PUNISHMENT VERSUS REINFORCEMENT CONCEPT: CONTRAST POSITIVE REINFORCEMENT AND

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
				then
				and s
			Fade black	happi
		Pictures		
13:12	:40		Cut to studio cards:	(Soun
			Mother angry - shouting	sound
			Child wincing	BOOTH: When
			Child crying	well.
			Mother spanking child	seem
			Child trying to hit mother	not w
			Child kicking mother	Even
			Child throwing vase (at camera)	are h
			Mother spanking child	often
			Child crying	to fi
			Child's face (sad)	at yo
			Mother's face (sad)	thing
			Mother angry - shouting at child	to ge

CONCEPT: CONTRAST POSITIVE REINFORCEMENT AND PUNISHMENT

VISUAL	AUDIO
	then the mother said something nice to her and smiled. (P) This child is learning to live happily in her family.
:	(Sound effects under -- aversive rhythmic sounds up)
ting	BOOTH: When your child is hurt, he doesn't learn very well. He may stop trying to learn. He may seem "good," but he doesn't do much. He may not want to be around someone who hurts him. Even adults don't like to do things when they are hurt. Adults may fight back. Children often do the same thing. Your child may try to fight back by hitting you or by shouting at you. He may try to hurt you by breaking things or by hitting his brother or sister to get even.
ld	
mother	
r	
(at camera)	
ld	
ting at child	

SEGMENT: PUNISHMENT VERSUS REINFORCEMENT CONCEPT: CONTRAST POSITIVE REINFORCEMENT

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Child shouting at mother	Y
			Mother hitting child on face	S
			Child wincing	S
			Child crying	Y
			Child's face (sad - long duration)	S
			Mother's face (sad - long duration)	
			Fade black slowly	

CONCEPT: CONTRAST POSITIVE REINFORCEMENT AND PUNISHMENT

VISUAL	AUDIO
at mother	You may have to spank him over and over again
child on face	since he may keep doing things you don't like.
	Soon you will be hitting him all the time.
	Your child won't be happy; you won't be happy.
sad - long duration)	Sound out
(sad - long duration)	
vly	

SEGMENT: ALTERNATIVES CONCEPT: CHILDREN CAN LEARN WHAT WE DON

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Living Room White Mother 3 Yr. 18 Mo.	Quickly cut to MCU of two children playing Children start fighting Mother enters	Five BOOTH: Ther you hurt a pr Natu
13:57	:45		Children stop for a moment and then start fighting again Mother takes one child to chair, clearly away from toys or play area, other child to different room	MOTHER: (NAM you each MOTHER: (NAM CHIL In a

NCEPT: CHILDREN CAN LEARN WHAT WE DON'T LIKE IN MANY WAYS

SUAL	AUDIO
f two children playing	Five seconds to establish
ing	BOOTH: There are many ways you can show your child you don't like something he does without hurting him. Let's watch this mother handle a problem in three different ways.
	Natural sound up full
	MOTHER: (NAMES OF CHILDREN) If you keep fighting, you will have to sit on the chairs away from each other.
moment and then start fighting	
ld to chair, clearly away from ther child to different room	MOTHER: (NAME OF CHILD) You sit here, and (NAME OF CHILD), you sit in the kitchen. In a few minutes you can play again. But,

SEGMENT: ALTERNATIVES CONCEPT: CHILDREN CAN LEARN WHAT WE DON'T L

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
				if y chai
	:08		Children sitting in rooms	BOOTH: Did
			SUPER ANSWER PROMPT	(All
			Card ANSWER QUESTION 9	
			(Allow 6 seconds)	BOOTH: Yes,
			DROP SUPER	them
	:20		Mother takes children back to play area. Children	didn
			play together, mother leaves	ren
			SUPER RULE	thin
			TIME AWAY FROM SOMETHING GOOD	thou
			Fade black	time
			Up on wide shot children fighting, establish,	Natu
14:50	:25		Mother enters shouting	MOTHER: Damm
				anyt

NCEPT: CHILDREN CAN LEARN WHAT WE DON'T LIKE IN MANY WAYS

UAL	AUDIO
	if you fight, you'll have to sit on the chairs.
rooms	BOOTH: Did she handle the problem well? (Allow 6 seconds)
TION 9	
	BOOTH: Yes, she did not hurt the children, she took them away from something they liked, and she didn't take them away for a long time. Children can learn from being taken away from something they like for a few minutes. Remember, though, a little time away seems like a long time to children.
n back to play area. Children r leaves	
HING GOOD	
	Natural sound under
dren fighting, establish, ng	MOTHER: Dammit, (NAME OF CHILD), can't you ever do anything right? You're so dumb.

SEGMENT: ALTERNATIVES CONCEPT: CHILDREN CAN LEARN WHAT WE DON'T LI

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Mother continues - shakes child (Bring in answer super)	BOOTH: *Did
			SUPER ANSWER PROMPT	(All
			Card ANSWER QUESTION 10	
			(Allow 6 seconds)	BOOTH: No,
			DROP SUPER	at t
			SUPER RULE	to b
			DON'T HIT - DON'T HURT	
			DROP SUPER	Natu
15:30	:40		Children start fighting again (establish, then mother	MOTHER: (NAM
			enters)	Don'
			Approaches children - breaks it up gently; points	truc
			out paper-pen on floor	figh
			SUPER ANSWER PROMPT	a wa
			Card ANSWER QUESTION 11	BOOTH: *Did
			(Allow 6 seconds)	(All
			DROP SUPER	
			Children playing with trucks	

CONCEPT: CHILDREN CAN LEARN WHAT WE DON'T LIKE IN MANY WAYS

VISUAL	AUDIO
shakes child (Bring in answer super)	BOOTH: *Did this mother handle the problem well? (Allow 6 seconds)
T	
ESTION 10	
	BOOTH: No, children are hurt when their parents shout at them, and no one, including a child, likes to be called names like "dummy" or "stupid."
HURT	
	Natural sound under
nting again (establish, then mother	MOTHER: (NAME OF CHILDREN) (Firm voice; not shout) Don't fight in the house -- play with your
n - breaks it up gently; points	trucks or draw together. (P) If you don't
loor	fight while you're playing, we'll all go for
T	a walk when I finish ironing.
ESTION 11	BOOTH: *Did this mother handle the problem well? (Allow 6 seconds)
th trucks	

SEGMENT: ALTERNATIVES CONCEPT: CHILDREN CAN LEARN WHAT WE DON

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			SUPER RULE	BOOTH: Yes
			FIND SOMETHING ELSE TO DO	fou
			DROP SUPER	the
				the
				thi
		Kitchen		
		White Mother 7 Mo.		
			Dissolve to MCU -- child at table banging and throwing	Est
			food	BOOTH: Sup
			SUPER ANSWER PROMPT	him
			Card ANSWER QUESTION 12	thr
			(Allow 6 seconds)	(Al
			DROP SUPER	Nat
				Sou
				BOOTH: Yes
				out
				foo

CONCEPT: CHILDREN CAN LEARN WHAT WE DON'T LIKE IN MANY WAYS

VISUAL	AUDIO
E TO DO	BOOTH: Yes, she did not hurt the children. She found something that they could do to keep them from fighting. She told them that if they played well together, they could do something they enjoyed.
child at table banging and throwing	Establish natural sound
ESTION 12	BOOTH: Suppose this is your child. *Could you teach him <u>not</u> to throw food by telling him not to throw it and then removing him from the table? (Allow 6 seconds)
	Natural sound full
	Sound under
	BOOTH: Yes, you could remove him from the table without hurting him. You could also remove the food, (P) or if he were older, you could tell

SEGMENT: ALTERNATIVES CONCEPT: CHILDREN CAN LEARN WHAT WE DON'T

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
				hi
				of
				th
				th
				ea
				he
				do
16:15	:45		Dissolve to studio card	BOOTH: Le
		Pictures		
			HAPPY CHILD'S FACE Child building blocks	Yo
				Ev
			HAPPY CHILD'S FACE Child drawing pictures	ch
				Yo
			HAPPY CHILD'S FACE Child putting toy away	Yo
				mo
			HAPPY CHILD'S FACE Parent reading with child	th
				Yo
			HAPPY CHILD'S FACE Mother-baby holding fingers	

CONCEPT: CHILDREN CAN LEARN WHAT WE DON'T LIKE IN MANY WAYS

VISUAL	AUDIO
	him that he has to get down. If you did one of these things, he would soon learn not to throw things at the table. Remember though, this would only work if the child wanted to eat. If a child doesn't want to do something he may be happy to get away from it and will do more things you don't like.
card	BOOTH: Let's review what we've talked about so far:
cks	Your child will learn new things each day. Even babies are learning. You can make your child happy while you teach him.
ures	You know how to find what your child likes.
away	You know that children learn to do things more often if something nice happens after they do them.
h child	You know that if you hurt or hit your child
g fingers	

SEGMENT: ALTERNATIVES CONCEPT: CHILDREN CAN LEARN WHAT WE DON

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Fade black	

CONCEPT: CHILDREN CAN LEARN WHAT WE DON'T LIKE IN MANY WAYS

VISUAL	AUDIO
	he may not learn as well. Music up.

SEGMENT: USE OF PUNISHMENT CONCEPT: SOMETIMES YOU MUST HURT TO STO?

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Outdoor Street Black Father 3 Yr.		
			Child playing by street	BOOTH:
			Child runs out into street without looking	BOOTH:
17:05	:50		SUPER ANSWER PROMPT Card ANSWER QUESTION 13	

EPT: SOMETIMES YOU MUST HURT TO STOP A CHILD FROM HURTING HIMSELF OR OTHERS

	AUDIO
	BOOTH: If a child is going to hurt himself or others, you may have to stop what he is doing fast. For example, you don't let your child touch a fire. If he keeps reaching for it, you may have to swat his hand. He learns that reaching for fire hurts. You keep him from hurting himself.
et without looking	BOOTH: *If this were your child running out into the street, would you swat her on the rear? (Allow 6 seconds)

SEGMENT: USE OF PUNISHMENT CONCEPT: SOMETIMES YOU MUST HURT TO S

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			(Allow 6 seconds) Parent getting child, swats on rear - talking to child DROP SUPER (LATER)	BOOTH:
			Child playing on sidewalk -- away from street	BOOTH:
			Child playing on sidewalk - parent saying	FATHER

NCEPT: SOMETIMES YOU MUST HURT TO STOP A CHILD FROM HURTING HIMSELF OR OTHERS

UAL	AUDIO
swats on rear - talking to	BOOTH: Yes, you may want to swat the child right then. She would be hurt much worse if she were hit by a car. She must learn fast that running out in the street without looking may hurt her. Don't swat her so hard that she won't understand how a car could possibly hurt her worse.
walk -- away from street	BOOTH: After swatting her, you should tell her not to run into the street. Watch her, and if she doesn't go into the street, you should tell her you like the way she plays on the sidewalk. Look for good things your child does and tell her you like them.
walk - parent saying	Natural sound full FATHER: You are playing where you should be (NAME OF CHILD); that's real good.

SEGMENT: POSITIVE BEHAVIOR CONCEPT: WATCH FOR SOMETHING GOOD AND TELL

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Living Room Black Father Mother 18 Mo. 3 Yr.	Dissolve to MCU child drawing on paper on the floor (establish and tighten) -- two children in scene	BOOTH: Child we li our c will helpi Natur
			Enter father	FATHER: That'
17:50	:45		Other child (boy) playing with blocks Father approaches child	FATHER: Can I
			Child responds smiling Enter - mother - approaches first child (girl), sits by her, and looks at the book with her. Then mother says	MOTHER: That' CHILD: Three

CONCEPT: WATCH FOR SOMETHING GOOD AND TELL THE CHILD

VISUAL	AUDIO
child drawing on paper on the and tighten) -- two children in	BOOTH: Children, even babies, do many things that we like. If we watch for these things and let our children know we like what they do, they will do them more often. These parents are helping their children learn. Natural sound up full FATHER: That's a great picture, (NAME OF CHILD).
) playing with blocks s child	FATHER: Can I build something with you?
miling approaches first child (girl), looks at the book with her. Then	MOTHER: That's a lot of birds. How many are there? CHILD: Three.

SEGMENT: POSITIVE BEHAVIOR CONCEPT: WATCH FOR SOMETHING GOOD AND

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Mother responds to child holding close and smiling to child with blocks	
			SUPER ANSWER PROMPT	BOOTH:
			Card ANSWER QUESTION 14	
			(Allow 6 seconds)	
			Child playing with blocks	
			DROP SUPER	
			Parent in - sits down with child - begins to build with him	BOOTH:
18:20	:30		MCU - child smiling	

CONCEPT: WATCH FOR SOMETHING GOOD AND TELL THE CHILD

VISUAL	AUDIO
to child holding close and smiling locks	
ROMPT QUESTION 14 ds) ith blocks	BOOTH: *If this were your child, could you help him learn to stack blocks by telling him you liked what he did? (Allow 6 seconds)
s down with child - begins to build ling	BOOTH: Yes, if you tell your child you like what he did, or if you do something the child likes after he stacks blocks, he will stack them more often. Children do things that we like many times, but we don't notice. Learn to look for things your children do that you want them to do more often. Then, let your children know you like what they are doing. Don't pay attention to small things you don't

SEGMENT: POSITIVE BEHAVIOR CONCEPT: WATCH FOR SOMETHING GOOD AND

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Fade to black	

ONCEPT: WATCH FOR SOMETHING GOOD AND TELL THE CHILD

ISUAL	AUDIO
	like. If you ignore little things your child may stop doing them. If you nag him, he may actually do them more often.

SEGMENT: IDENTIFYING A TASK CONCEPT: START WITH SOMETHING THE CHILD

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		LR White Mother 18 Mo.		
	:05		Dissolve to studio card picture of child and mother helping put on sock	BOOTH: All thi
			Dissolve to card	by
	:05		Child putting on shoes - mother helps	get
			Dissolve to card	We
18:35	:05		Child putting on pants	hel
			Dissolve to card	lea
			Child looking at book	You
			Dissolve to card	The
			Child stacking blocks	it
				Nat
		LR White Mother 7 Mo.		
			Dissolve to mother and baby - baby plays with mother's fingers	BOOTH: *Sh walk
			SUPER ANSWER PROMPT	(Al

CONCEPT: START WITH SOMETHING THE CHILD CAN DO

VISUAL	AUDIO
lio card picture of child and mother	BOOTH: All parents want to teach their children new things. We want them to learn to do things by themselves -- things like picking up toys, getting dressed, or pouring their own milk. We also want them to learn things that will help them when they go to school. Children learn faster if we start with something easy. You should find something your child can do. Then help him to do it better. When he can do it well, you should start on something new. Natural sound under
ock	
shoes - mother helps	
pants	
book	
locks	
er and baby - baby plays with mother's	BOOTH: *Should this mother teach her child how to walk? (Allow 6 seconds)
MPT	

SEGMENT: IDENTIFYING A TASK CONCEPT: START WITH SOMETHING THE CHILD CA

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Card ANSWER QUESTION 15 (Allow 6 seconds) DROP SUPER	
			Mother holds rattle out and interacts - child making sounds	BOOTH: Natura No, th mother sounds
19:50	1:15			(AUDIO She co reach front
			Mother laughing with child	If the make m she co someth laughi

CONCEPT: START WITH SOMETHING THE CHILD CAN DO

VISUAL	AUDIO
QUESTION 15	
)	
tle out and interacts - child making	Natural sound under
	BOOTH: No, this child is too young to walk, but this mother could teach her child to make more sounds by repeating the sounds he makes. (AUDIO OF MOTHER-CHILD VERBAL INTERACTION) She could also start to teach her child to reach for objects by holding an object in front of him and letting him reach for it.
with child	If the mother were teaching her child to make more sounds or to reach for an object, she could help him to learn better by doing something he likes such as tickling or laughing when he did one of these things.

SEGMENT: IDENTIFYING A TASK CONCEPT: START WITH SOMETHING THE CHILD CAN

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		LR White Father 7 mo.	Pan to child playing on floor with ball and rattle	Natural
			Father enters	BOOTH: Let's w somethi
20:30	:40		Puts ball down out of reach	Natural
			Child gets ball - father hugs him	FATHER: Get the
			Fade black	Big boy
				BOOTH: *Did th
			SUPER ANSWER PROMPT	ready t
			Card ANSWER QUESTION 16	(Allow
			(Allow 6 seconds)	Yes, t
			DROP SUPER	ready t
				things
				hand, c
				saying,
				Remembe
				he is

*CONCEPT: START WITH SOMETHING THE CHILD CAN DO

VISUAL	AUDIO
ing on floor with ball and rattle	Natural sound under BOOTH: Let's watch this father to see if he finds something the child is ready to do.
t of reach father hugs him	Natural sound full FATHER: Get the ball. Big boy! Big boy!
MPT QUESTION 16	BOOTH: *Did the father find something the child was ready to do? (Allow 6 seconds) Yes, this father found something the child was ready to do. He could have done many different things like having him reach for a toy in his hand, or covering the ball with a blanket and saying, "Where's the ball?" Remember, begin teaching your child something he is ready to do.

SEGMENT: TASK SIZE CONCEPT: LOCATE THE FIRST STEP - DON'T AS

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		LR White Mother 18 Mo.	Up on child standing in diaper - clothes on bed - child attempting to dress himself	Esta BOOTH. Alwa to l to w not pict do t firs ask shou next not all. Natu
			Mother enters - points to child	MOTHER: (lou and
			SUPER ANSWER PROMPT	

ONCEPT: LOCATE THE FIRST STEP - DON'T ASK FOR TOO MUCH

ISUAL	AUDIO
g in diaper - clothes on bed -	Establish
o dress himself	BOOTH. Always start with the first thing a child has to learn to do. You would not ask your child to walk before he can stand. You would also not ask your child to tell you what was in a picture until he can talk. We all like to do things well. So does your child. The first time you ask for something you should ask for a little bit. When he does it, you should let him do something he likes. The next time, ask for a little bit more. It will not be long before he will be able to do it all.
ints to child	Natural sound up full
	MOTHER: (loudly) You can dress yourself, hurry up and get your clothes on.

T

SEGMENT: TASK SIZE CONCEPT: LOCATE THE FIRST STEP - DON'T A

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Card ANSWER QUESTION 17	BOOTH: *Wi
			(Allow 6 seconds)	(Al
			DROP SUPER	
				Natu
				BOOTH: No,
				did
				that
				whol
				part
22:00	1:30		SUPER ANSWER PROMPT	*If
			Card ANISWER QUESTION 18	lear
			(Allow 6 seconds)	sock
			DROP SUPER	time
			Mother enters	(All
				BOOTH: No,
				piec
				such

CONCEPT: LOCATE THE FIRST STEP - DON'T ASK FOR TOO MUCH

VISUAL	AUDIO
QUESTION 17	BOOTH: *Will this child learn to dress himself? (Allow 6 seconds) Natural sound under BOOTH: No, probably not for a long time. This mother did not start with the first step, something that he could do. She asked him to do the whole thing before he learned to do the first part.
PT UESTION 18	*If this were your child, would you help him learn to dress himself by giving him his socks, his shirt, and his pants at the same time? (Allow 6 seconds) BOOTH: No, but you could show him how to put on one piece of clothing and do something he likes such as hug him, laugh with him, or tickle him

SEGMENT: TASK SIZE CONCEPT: LOCATE THE FIRST STEP - DON'T ASK

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
				when h
				child
			Mother putting sock on child's foot up to heel --	Natura
			laughing with him, talking to him.	
			Mother says,	MOTHER: Come o
				socks.
			Mother removes sock, puts on up to heel	MOTHER: You pu
			Child pulls sock up	MOTHER: That's

ONCEPT: LOCATE THE FIRST STEP - DON'T ASK FOR TOO MUCH

SUAL	AUDIO
	when he does it. Everything you teach your child should start in this way.
on child's foot up to heel -- talking to him.	Natural sound up full
	MOTHER: Come on, (NAME OF CHILD). Let's put on your socks.
, puts on up to heel	MOTHER: You pull it up.
	MOTHER: That's it. Now let's put on the other one.

SEGMENT: TASK SEQUENCE CONCEPT: HELP THE CHILD AT FIRST -

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Kitchen Black Mother 18 Mo.	Dissolve to MCU Child sitting in highchair holding a cup	B
			Child drops a full cup of milk on the table	
23:40	1:40		Mother demonstrating that the cup is empty - giving it to child - guiding child's hand to mouth mother pours a little bit of milk into the cup and guides child's hand to mouth - Mother pours a little	BO

CONCEPT: HELP THE CHILD AT FIRST - WHEN HE CAN DO IT, LET HIM DO IT ALONE

VISUAL	AUDIO
	Natural sound under
highchair holding a cup	BOOTH: The mother we just watched showed her child how to put on a sock. If you want your child to do something new, you have to show him how. You may have to help him at first. A baby doesn't learn new things by simply being told how to do them. He has to be shown how; he has to practice, and sometimes you have to help.
ull cup of milk on the table	Natural sound under
ating that the cup is empty -	BOOTH: We probably wouldn't give a child a full cup
ild - guiding child's hand to mouth	of milk the first time we try to teach him
little bit of milk into the cup and	how to use a cup. This mother has made a
hand to mouth - Mother pours a little	mistake. Let's see what she does next and decide if she does it better.

SEGMENT: TASK SEQUENCE CONCEPT: HELP THE CHILD AT FIRST - WH

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			bit more milk into the cup saying,	MOTHER:
				MOTHER:
			SUPER ANSWER PROMPT	BOOTH:
			Card ANSWER QUESTION 19	
			(Allow 6 seconds)	
			DROP SUPER	
			Child drinking from cup alone - happy	BOOTH:

CONCEPT: HELP THE CHILD AT FIRST - WHEN HE CAN DO IT, LET HIM DO IT ALONE

VISUAL	AUDIO
	Natural sound full
into the cup saying,	MOTHER: Now, you take a drink.
	Child takes drink
	MOTHER: That's it!
ROMPT	BOOTH: *Did this mother teach her child in a good way?
R QUESTION 19	
ds)	(Allow 6 seconds)
from cup alone - happy	BOOTH: Yes, this mother started with the first step, helping the child get the cup to his mouth. She then helped him by putting a cup with milk in it to his mouth. By raising the cup to his mouth the child got something he liked - milk. He'll soon learn to do it by himself. It was very important for his learning that his mother talked to him while he was doing it. Notice that she let him

SEGMENT: TASK SEQUENCE CONCEPT: HELP THE CHILD AT FIRST - WHEN HE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
				know
				happy
		Living Room Black Mother 3 Yr.		
			Cut to child MCU scribbling on piece of paper	Natur
				BOOTH: *Supp
				teach
				showi
				make
			SUPER ANSWER PROMPT	(Allo
			Card ANSWER QUESTION 20	
			(Allow 10 seconds)	
			DROP SUPER	
24:40	1:00		Mother enters, saying to child	Natur
				MOTHER: Let's
			Mother draws several vertical lines on the child's	

ONCEPT: HELP THE CHILD AT FIRST - WHEN HE CAN DO IT, LET HIM DO IT ALONE

SUAL	AUDIO
	know she liked what he was doing, (P) she was happy and, (P) she took one step at a time.
ribbling on piece of paper	Natural sound under
	BOOTH: *Suppose this is your child and you want to teach her how to draw. Would you begin by showing her how to draw a house or how to make lines?
	(Allow 10 seconds)
STION 20	
ng to child	Natural sound up full
	MOTHER: Let's make some lines like this.
l vertical lines on the child's	

SEGMENT: TASK SEQUENCE CONCEPT: HELP THE CHILD AT FIRST - WHEN HE CA

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			paper (up and down). Child begins to draw line alone. Mother says,	MOTHER: That BOOTH: If y smal you if, it, lear
24:55	:15		SUPER RULE DON'T ASK FOR TOO MUCH Fade black	BOOTH: Reme thin too (P) a rule he c

CONCEPT: HELP THE CHILD AT FIRST - WHEN HE CAN DO IT, LET HIM DO IT ALONE

VISUAL	AUDIO
own). Child begins to draw line says, OO MUCH	MOTHER: That's it; I like that. BOOTH: If you, like this mother, started with one small thing that your child could do, (P) if you showed him how to do it first, (P) and if, when he did it, you showed him you liked it, (P) you would be helping your child learn something new. BOOTH: Remember, you want to teach your child to do things on his own. You may be helping him too much if you keep doing something for him (P) after he can do it by himself. A good rule is to help your child with each step until he can do it. Then go on to the next step.

SEGMENT: STEP SIZE CONCEPT: TAKE ONE STEP AT A TIME
HE LIKES WHEN HE DOES IT

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Living Room Black Mother 18 Mo.		
			Up on MCU	Estab
			Child sitting with mother - mother reading from book	Natur
				BOOTH: Don't
				child
				child
				teach
				the f
				then
				BOOTH: This
				parts
			Mother putting book down saying to child,	Natur
			Mother attends to child	MOTHER: Where
				nose
				to ch
				(moth

CONCEPT: TAKE ONE STEP AT A TIME - ALWAYS GIVE THE CHILD SOMETHING HE LIKES WHEN HE DOES IT

VISUAL	AUDIO
	Establish
with mother - mother reading from book	Natural sound under
	BOOTH: Don't go too fast when you're teaching your child something new. Take your time. Your child learns in steps. If you're trying to teach him new things, you should start with the first step - one little thing - and then add more steps slowly.
	BOOTH: This mother is trying to teach her child the parts of his body. Let's see how she does it.
book down saying to child,	Natural sound full
to child	MOTHER: Where is your nose? Do you know where you nose is? This is your nose (mother pointing to child's nose). These are your eyes (mother pointing to child's eyes). These

SEGMENT: STEP SIZE CONCEPT: TAKE ONE STEP AT A TIME
HE LIKES WHEN HE DOES

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
				are y
				These
26:30	1:35			child
			SUPER ANSWER PROMPT	BOOTH: *Is t
			Card ANSWER QUESTION 21	best
			(Allow 6 seconds)	(Allo
			DROP SUPER	
				BOOTH: No, t
				parts
			SUPER ANSWER PROMPT	BOOTH: *Supp
			Card ANSWER QUESTION 22	him b
			(allow 6 seconds)	his b
			DROP SUPER	(Allo
				BOOTH: Yes,
				first
				he fi
				soon

CONCEPT: TAKE ONE STEP AT A TIME - ALWAYS GIVE THE CHILD SOMETHING HE LIKES WHEN HE DOES IT

VISUAL	AUDIO
	are your ears (mother pulling child's ears). These are your fingers (mother holding child's hand). Now, where is your nose?
ROMPT R QUESTION 21 ds)	BOOTH: *Is this mother teaching her child in the best way? (Allow 6 seconds)
	BOOTH: No, the child cannot learn all of his body parts at the same time.
ROMPT ER QUESTION 22 ds)	BOOTH: *Suppose this is your child. Could you teach him better by showing him only one part of his body at a time and asking him about it? (Allow 6 seconds)
	BOOTH: Yes, if you start by teaching him one part first and then let him know you like it when he finds that part correctly, your child will soon know the parts of his body. Let's watch

SEGMENT: STEP SIZE CONCEPT: TAKE ONE STEP AT A
HE LIKES WHEN HE DO

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
				ho
				Na
			Mother with child pointing to her nose saying,	MOTHER: Th
			Mother with child pointing to his nose saying,	Th
			Mother taking child's hand putting it up to his nose	MOTHER: Th
			saying, (wiggling child's nose - mother and child	
			laughing)	
27:15	:45		Mother with child saying,	MOTHER: Wh
			Child touching his nose - mother wiggling child's	
			nose saying,	MOTHER: Tha
				Na
				BOOTH: Son
				eac
				wi
				th
				the
				he
			Fade black	di

CONCEPT: TAKE ONE STEP AT A TIME - ALWAYS GIVE THE CHILD SOMETHING HE LIKES WHEN HE DOES IT

VISUAL	AUDIO
	how this mother does it.
	Natural sound full
ld pointing to her nose saying,	MOTHER: This is mommy's nose.
ld pointing to his nose saying,	This is (NAME OF CHILD) nose.
hild's hand putting it up to his nose	MOTHER: This is your nose.
ng child's nose - mother and child	
ld saying,	MOTHER: Where is your nose?
his nose - mother wiggling child's	
	MOTHER: That's right.
	Natural sound under
	BOOTH: Something the child enjoys should happen each time he does something new. Your child will learn many new things and will do many things you want him to do. When he does these things you should let him do something he likes (P) or show him you like what he did.

SEGMENT: _____ CONCEPT: REVIEW TOTAL PROGRAM

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Pictures		
			Up on studio card	
			Picture of child eating cookie	BOO
			BRING IN SUPER	
			FIND SOMETHING HE LIKES	BOO
			Flop card to child playing with truck	
			Flop card to child being hugged by mother.	
28:15	1:00		CHANGE SUPER	
			LET HIM DO SOMETHING HE ENJOYS	BOO
			Flop card to child eating cookie	
			Flop card to child playing with truck	
			Flop card to mother hugging child.	
			Flop card to mother hitting child	BOO
			BRING IN SUPER	
			DON'T HIT, DON'T HURT	
			Flop card to child face-screaming	

CONCEPT: REVIEW TOTAL PROGRAM

VISUAL	AUDIO
rd	(Music under)
d eating cookie	BOOTH: Let's review what you have learned in this program.
	(Music under)
HE LIKES	BOOTH: If you want to teach your child, you should find something he likes.
ild playing with truck	
ild being hugged by mother.	
	Music still under
THING HE ENJOYS	BOOTH: Then, after he does what you want him to do, show him you are happy and let him do something he enjoys. (P) He will do what you want more often.
ild eating cookie	
ild playing with truck	
ther hugging child.	
ther hitting child	BOOTH: Don't hit or hurt your child, because if you do, he may not learn at all.
T HURT	
ild face-screaming	

SEGMENT: _____ CONCEPT: REVIEW TOTAL PROGRAM

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Flop card to child-face desolate	
			Flop card to child getting sock out of drawer	BOOTH:
			BRING IN SUPER	
			FIND SOMETHING HE CAN DO	
			Dissolve to card	BOOTH:
			Child putting on his sock	
			BRING IN SUPER	
			START SMALL	
			Dissolve to card	BOOTH:
			Mother helping to put on sock	
			BRING IN SUPER	
			HELP HIM AT FIRST - THEN LET HIM DO IT ALONE	
			Flop card to child doing it alone	
			SUPER OUT	BOOTH:

CONCEPT: REVIEW TOTAL PROGRAM

VISUAL	AUDIO
ld-face desolate	
ld getting sock out of drawer	BOOTH: When you are teaching your child something new you should start with something he can do. Then, when he does it let him know you like it.
E CAN DO	
his sock	BOOTH: Ask him to do one small thing.
o put on sock	BOOTH: Help him at first.
T - THEN LET HIM DO IT ALONE	
ld doing it alone	BOOTH: Then let him do it alone

SEGMENT: _____ CONCEPT: REVIEW TOTAL PROGRAM

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Flop card to mother helping put on pants	BOOTH: Ta
	:07		BRING IN SUPER	we
			TAKE ONE STEP AT A TIME	
			DROP SUPER	
			Flop card to mother hugging child	
	:07		BRING IN SUPER	
			LET HIM KNOW WHAT YOU LIKE	Mus
			Flop card to mother smiling with child	BOOTH: Fi
			Flop card to child playing with ball	wha
	:12		Flop card to child eating cookie	by
			Fade black	hir
			Cut to picture of happy face - upper left 1/4	Mus
			screen	BOOTH: You
			Add picture - mother with happy face - upper right	hap
			1/4	
28:56	:15		Add picture - child smiling looking at book on	

CONCEPT: REVIEW TOTAL PROGRAM

VISUAL	AUDIO
ther helping put on pants	BOOTH: Take one step at a time. When he can do it well, teach him something new.
T A TIME	
ther hugging child	
AT YOU LIKE	Music under
ther smiling with child	BOOTH: Finally, let your child know that you like what he does by telling him you like it, by showing him you like it, or by letting him do something he enjoys.
ild playing with ball	
ild eating cookie	
of happy face - upper left 1/4	Music under
other with happy face - upper right	BOOTH: Your child will be happy; (P) you will be happy; (P) your child will learn.
hild smiling looking at book on	

SEGMENT: _____ CONCEPT: REVIEW TOTAL PROGRAM

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			floor alone - 1/2 screen	
			Change picture - parents and two children happily interacting	
			Bottom	
			SUPER CREDIT	
			Roll credit	
30:00	1:04		Fade black	

CONCEPT: REVIEW TOTAL PROGRAM

VISUAL	AUDIO
screen	
arents and two children happily	Music up full Music out

SEGMENT: CREDITS CONCEPT:

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL		
			TEACHING YOUR CHILD	1	Type
			Writer-Producer	3	1 - L
			LANNY E. MORREAU	1	2 - M
					3 - S
			Director	3	
			LARRY MORRISETTE	1	
			Assistant Director	3	
			MARY LANNIN	1	
			Production Coordinator	3	
			ATLEN SOVA	1	
			Research Coordinator	3	
			MICHAEL R. CROWE	1	
			Produced by CEMREL, Inc.	1	
			Funded by the National Institute of Education, Department of Health, Education, and Welfare, OEG-0-71-3642. Opinions expressed in this program do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement should be inferred.	2	
			© CEMREL, Inc., 1972	1	
			Produced in the studios of KTCA-TV	3	
			Saint Paul - Minneapolis	2	

1	Type Size
3	1 - Large
1	2 - Medium
	3 - Small
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1	
nstitute of elfare,	
n do not position l Insti- o official ferred.	2
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of KTCA-TV	3
	2

SEGMENT: PRE-TEST CONCEPT: WHAT WOULD YOU HAVE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
		Living Room Black Mother 3 Yr.	Child playing with toys spread around floor - establish Bring in TITLE SUPER--WHAT WOULD YOU HAVE DONE (1) DROP SUPER

CEPT: WHAT WOULD YOU HAVE DONE (I)

AL	AUDIO
ys spread around floor -	
-WHAT WOULD YOU HAVE DONE (I)	BOOTH: Parents teach their children in different ways. There is no right or wrong way. Let's watch several parents teaching their children and see if we think they are doing it well. If they are not, we should be able to say how they could do it better.
	BOOTH: Write your opinion of what this parent does under number 1 on the pink sheet in the front of your text.
	Natural sound up

SEGMENT: PRE-TEST CONCEPT: WHAT WOULD YOU HAVE DONE (I)

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Mother enters and says	MOTHER: Pic
				CHILD: No!
			Mother spanks child, saying when finished	MOTHER: Now
			Child crying	
			Cut to black	BOOTH: Did
				(P
				(Al
				BOOTH: If y
				for
				answ
				(All
		LR White Mother 3 Yr.		
			Child drawing pictures on the floor -	Natu
			Mother sitting on sofa - reading - establish	BOOTH: Writ
				unde
				Natu

CONCEPT: WHAT WOULD YOU HAVE DONE (1)

VISUAL	AUDIO
ters and says	MOTHER: Pick up your toys.
	CHILD: No!
anks child, saying when finished	MOTHER: Now pick up those toys.
ing	
ack	BOOTH: Did she teach her child in the best way?
	(P) Circle YES or NO.
	(Allow 5 seconds)
	BOOTH: If you answered "no," write a better way for her to teach her child. Write your answer in the spaces under number 1.
	(Allow 1 minute)
ving pictures on the floor -	Natural sound
tting on sofa - reading - establish	BOOTH: Write your opinion of what this parent does under number 2 on the pink sheet.
	Natural sound up

SEGMENT: PRE-TEST CONCEPT: WHAT WOULD YOU HAVE DONE (1)

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Mother looks down at child and says	MOTHER: Wha
				CHILD: I'm
			Mother looks at child's work, sits by child,	
			begins to draw, saying	MOTHER: Tha
				sho
			Child sits - looking on	
			Cut to black	BOOTH: Did
				(P)
				(Al
				BOOTH: If
				her
				in
				(Al

NCEPT: WHAT WOULD YOU HAVE DONE (I)

UAL	AUDIO
t child and says	MOTHER: What are you doing?
	CHILD: I'm drawing our house.
ld's work, sits by child,	
ing	MOTHER: That doesn't look like a house. Let me show you how to draw it.
g on	
	BOOTH: Did she teach her child in the best way? (P) Circle YES or NO. (Allow 5 seconds)
	BOOTH: If you answered "no," write a better way for her to teach her child. Write your answer in the spaces under number 2. (Allow 1 minute)

SEGMENT: PRE-TEST CONCEPT: WHAT WOULD YOU HAVE DONE (1)

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		LR White Mother 3 Yr. 18 Mo.	Child (3 Yr.) hitting brother (18 Mo.) - establish	Natu
				BOOTH: Writ
				unde
				Natu
			Mother enters, shakes child (3 Yr.) saying	MOTHER: Damn
				caus
			Girl crying	
			Cut to black	BOOTH: Did
				(P)
				(All
				BOOTH: If y
				her
				in t
				(All

CEPT: WHAT WOULD YOU HAVE DONE (I)

AL	AUDIO
brother (18 Mo.) - establish	Natural sound
	BOOTH: Write your opinion of what this parent does under number 3.
	Natural sound up
child (3 Yr.) saying	MOTHER: Dammit, (NAME OF CHILD), you're always causing trouble! You act so dumb.
	BOOTH: Did she teach her child in the best way?
	(P) Circle YES or NO.
	(Allow 5 seconds)
	BOOTH: If you answered "no," write a better way for her to teach her child. Write your answer in the spaces under number 3.
	(Allow 1 minute)

SEGMENT: POST-TEST CONCEPT: WHAT WOULD YOU HAVE DONE (

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Living Room White Mother 3 Yr.	Child and mother arguing	
			Bring in TITLE SUPER--WHAT WOULD YOU HAVE DONE (II)	BOOTH:
			DROP SUPER	BOOTH:
			Mother places hands on child's shoulders, and shakes child, saying	MOTHER:
			Child kicks at mother, saying	CHILD:

CONCEPT: WHAT WOULD YOU HAVE DONE (II)

VISUAL	AUDIO
her arguing	Natural sound
E SUPER--WHAT WOULD YOU HAVE DONE (II)	BOOTH: Parerts teach their children in different ways. There is no right or wrong way. Let's watch several parents teaching their children and see if we think they are doing it well. If they are not, we should be able to say how they could do it better.
	BOOTH: Write your opinion of what this parent does under number 1 on the green sheet in front of your text.
	Natural sound up
hands on child's shoulders, and shakes	MOTHER: I don't like the way you acted.
t mother, saying	CHILD: You witch!

SEGMENT: POST-TEST CONCEPT: WHAT WOULD YOU HAVE DONE (i)

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Child turns from mother, picks up toy, and throws it on floor.	
			Mother spanks child, saying	MOTHER: Don't
			Child crying	
			Fade black	BOOTH: Did s
				(P)
				(Allo
				BOOTH: If yo
				for h
				answe
				(Allo
		LR Black Mother 18 Mo.		
			Child building with blocks on floor - establish	Natur
				BOOTH: Write
				under

CONCEPT: WHAT WOULD YOU HAVE DONE (II)

VISUAL	AUDIO
mother, picks up toy, and or.	
ild, saying	MOTHER: Don't you ever call me that again.
	BOOTH: Did she teach her child in the best way? (P) Circle YES or NO. (Allow 5 seconds) BOOTH: If you answered "no," write a better way for her to teach her child. Write your answer in the spaces under number 1. (Allow 1 minute)
th blocks on floor - establish	Natural sound BOOTH: Write your opinion of what this parent does under number 2 on the green sheet.

SEGMENT: POST-TEST CONCEPT: WHAT WOULD YOU HAVE DONE (II)

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Mother enters and says loudly	MOTHER:
			Child sits looking at mother	
			Cut to black	BOOTH:
				BOOTH:
		LR Black Mother 3 Yr.	Mother ironing	
			Child throwing ball around room, running - establish	
				BOOTH:

NCEPT: WHAT WOULD YOU HAVE DONE (II)

UAL	AUDIO
	Natural sound up
ays loudly	MOTHER: This place is a mess! Get your blocks picked up!
at mother	
	BOOTH: Did she teach her child in the best way?
	Ⓟ Circle YES or NO.
	(Allow 5 seconds)
	BOOTH: If you answered "no," write a better way for her to teach her child. Write your answer in the spaces under number 2.
	(Allow 1 minute)
around room, running - establish	Natural sound
	BOOTH: Write your opinion of what this parent does under number 3.

SEGMENT: POST-TEST CONCEPT: WHAT WOULD YOU HAVE DONE (II)

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Mother walks toward child and says	MOTHER: (Na so I
			Child picks up a toy, walks over by ironing board, and sits down	
			Cut to black	BOOTH: Di (5 (A
				BOOTH: If her the (A

CONCEPT: WHAT WOULD YOU HAVE DONE (II)

VISUAL	AUDIO
ard child and says	Natural sound up MOTHER: (NAME OF CHILD), you're going to break something. Play quietly over by me until I finish ironing. Then we'll go for a walk.
toy, walks over by ironing board,	BOOTH: Did she teach her child in the best way? (P) Circle YES or NO. (Allow 5 seconds) BOOTH: If you answered "no," write a better way for her to teach her child. Write your answer in the spaces under number 3. (Allow 1 minute)